



SEN and Disability Policy

Nurture Grow Succeed

Rationale

At Sandal Primary School, we believe that every pupil has an entitlement to fulfil their maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning. Every teacher at Sandal Primary School is a teacher of every child, including those children with SEND and those children with disabilities. We believe that parents should be actively involved in the education of their children and we strive to meet the needs of all of the families that we serve. Our SENDCO works closely with the designated teacher for looked after children and disadvantaged pupils and the Inclusion team which consists of; the school Learning Mentor, Speech, Language and Literacy support, Outdoor Nurture Leader and Inclusion and Well-Being Co-ordinator. We believe that this team structure, supports a holistic approach to meet the needs of all of our learners and their families.

Aims

At Sandal Primary, we aim to ensure that through a whole school approach, we address the barriers to learning our pupils face. We are committed to the process of inclusion and endeavour to provide full access to the national curriculum; encouraging all pupils to achieve their full potential. We will seek to identify the needs of our pupils, so that the provision is very much tailored to meet individual needs through a range of teaching strategies, in a supportive learning environment.

We endeavour to provide high quality education through both quality first teaching as well as specific interventions where required. These interventions could be small group or individual interventions led by teachers, Teaching Assistants or other professionals such as Speech and Language therapists. These interventions may be short, medium or long term and are targeted to the specific needs of our pupils. All areas of school life are inclusive and teaching is tailored towards individual learning offering both challenge and support. We support and value all of our pupils, providing equal opportunities for all and focus on desired outcomes and how these can be achieved.

This policy complies with the statutory requirement laid out in the Special educational needs and disability code of practice: 0 to 25 years (January 2015) and has been written with reference to the following guidance and documents:

- The statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report
- Equality Act 2010: advice for schools (DfE Feb 2013)

- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Teacher Standards 2012

Name of SENDCo: Miss Christina Sperduto

NASENCO qualification held from July 2022

Miss Sperduto is a member of the school's senior leadership team.

This policy and our practice reflect the philosophy and fundamental principles within the SEN and disability code of practice:

- A child with special educational needs should have their educational needs met
- The views of the child and parents should be sought and taken into account
- Parents support and are actively involved in their child's education
- Children with special educational needs or children who are disabled should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum

To achieve our aims we will:

- Work within the guidance provided in the SEND and disability code of practice, 2014
- Provide a SENCO who will work with the SEND and disability policy
- Identify pupils with a SEND need as early as possible in their school life and provide effect support as required
- Operate a 'whole pupil, whole school' approach to the management and provision of support for children with special educational needs or children who have a disability
- View our special needs provision as an ongoing, developing process
- Provide support and advice for all staff working with children with special educational needs or children with a disability so that all children have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage
- Provide bespoke provision maps in the form of Individual Learning Plans (ILP's) to each of our children with SEN and children with a disability with whom are on our school's SEND register.
- Develop effective partnerships and demonstrate high levels of engagement with parents and outside agencies working with a child and/or their family
- Involving pupils in setting targets as well as the review process
- Encourage parents/carers to participate in decision-making about provision to meet their special educational needs or disability
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and progress and give sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff, both teaching and non-teaching, parents and children in the regular review, development and evaluation of policy and guidelines

- Track and monitor provision and procedures which have been put into place to ensure children with SEND make significant progress from their starting points, as they move through the school

Equal Opportunities

We believe that all members of the school should be treated with respect and that they should have their individual, diverse needs recognised and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

Identifying Special Educational Needs

The definition of Special Educational Needs as taken from section 20 of the Children and Families Act 2014:

'A child or young person has Special Educational needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a greater difficulty in learning than the majority of others of the same age
- (b) Have a disability which prevents or hinders them from making the use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions within the area of the local authority

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if no special educational provision were made. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

When concerns have been raised about a child's progress or difficulties in learning, after class teachers have put provision into place and it not being as successful as they had hoped, class teachers are required to raise these concerns with the SENDCo, explaining what provision they have already trialled and put into place. The SENDCo will then decide what the appropriate next steps are for the child, in order to support their needs. This process is guided by the SEND flow chart so that all staff are aware of next steps and ways forward to help children with SEN (see appendix 1).

Any records, reports or ILP's for individual children, are kept on file on Edukey.

As defined by the SEN Code of Practice 2014, there are four main areas of special educational need. Children's needs and requirements may fall into at least one of the four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. In conjunction with the range approach advocated by Bradford Local Authority, Sandal Primary School uses the areas of need to support school in identifying what we need to do to meet each child's individual needs. The areas of need are not used to categorise pupils. As we work to understand how best to meet a child's needs, we always consider the needs of the whole child, not just their special educational needs.

The four areas of need are:

1.Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand social rules of communication. The profile of children with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives.

Children with ASD, including Autism and Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associate difficulties with mobility and communication, through to profound and learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning.

3. Social, Mental and Emotional Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children can experience difficulties in one or any combination of the four outlined areas of needs. The areas of needs will be recorded on the school's SEN register for each child identified.

There are other needs which may impact on progress and attainment, but are not identified as special educational needs. These can include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty of all schools provided under Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked after child
- Being a child of a serviceman/woman

Although behaviour is not a category in itself, at Sandal Primary we feel poor or challenging behaviour is often an indicator to an unidentified SEND in one or more of these areas.

Local Offer and Bradford Offer

What support do we have for you as a parent of a child with SEND at Sandal Primary School?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Graduated Approach Plans will be reviewed with your involvement each term as appropriate.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- There are a number of parent support groups such as Parent Partnership and Bradford Families Information Service.
- The school's Parental Involvement Worker is available to speak to every morning

What are the different types of support available for children with SEND at Sandal Primary School?

Your child will receive:

- Quality First Teaching.

Your child may receive:

- Specific small group work
- Specific targeted work on an individual basis as part of a small group
- Specialist individual support or sessions from specialist teachers or other professionals
- Specified 1:1 support during lessons and or/ playtimes

Who are the other people providing services to children with a Special Educational Need or Disability in this school?

- Autism Spectrum Team
- School Nursing Team
- Cognition and Learning Service
- Educational Psychology Team
- Child and Adolescent Mental Health Service (CAMHS)
- Health Services as appropriate
- Social, Communication, Interaction and Learning team (SCIL)
- Barnardos
- Speech and Language Therapy Team

A graduated approach to SEN support

The graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN is used to inform the provision in place for each child identified as having special educational needs. This is based on a three range structure which takes account of the following areas of need: Autistic Spectrum Condition, Speech, Language and Communication needs, Moderate learning needs, Specific learning needs, Behavioural, social and emotional needs, hearing impairments, visual impairment, multisensory impairment and physical difficulties.

At Sandal Primary School our offer for Ranges 1 to 3, for each area of SEN, can be accessed through the above hyperlink to Bradford Local Authority's guidance. If a child falls into Range 4 or above, they will have a Statement of Special Educational Needs or an Education, Health and Care Plan. The support provided in school will therefore follow the detailed provision in the statement/plan

Quality First Teaching

Any pupils who are falling significantly outside the range of expected academic achievement, in line with predicted performance indicators, will be monitored through regular meetings between class teachers, the senior leadership team (SLT) and the SENDCo. These meetings are called Pupil Progress Meetings. They are an opportunity to outline what teachers are doing to support pupils at risk of underachievement. At Sandal Primary School, we understand that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have a special educational need. Additional provision and support cannot compensate for a lack of good quality teaching. It is only when high quality, personalised provision is in place and a child is failing to achieve that we consider that the child may have a special educational need. It is at this point that we follow our SEND flowchart (appendix 1).

Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- a) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This will all take place within Quality First Teaching and will not necessarily label a child as having Special Educational Needs.
- b) If the class teacher continues to have concerns or if the child's progress or attainment is identified at pupil progress meetings, then the SENDCo will be consulted for support and advice.
- c) Through (b) and (c) it can be determined which provision the child will need going forward.

d) Parents will be informed fully of every stage and the circumstances under which they are being monitored. Parents are encouraged to share information and knowledge with the school. Concerns will be discussed at Parents' Evenings or at other times as appropriate.

Managing pupils' needs on the SEND register

If, following the above monitoring period, concerns are still held by staff and parents despite appropriate intervention and support, or progress is only being made as a result of ongoing, higher level support, the child may be identified as having SEN. This will only be done in close consultation with parents. Very often, advice from other professionals (such as Learning Support or Speech and Language) is sought at this stage.

Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to SEND support. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions that are the most effective in supporting the pupil to achieve good progress and outcomes.

School uses Bradford Local Authority's range model for SEN (see Local Offer on school website) to provide class teachers with ideas and guidance on the types of provision that should be in place for a particular child, given their level of need.

Any additional provision that is put into place for children with or without SEN, is entered onto Edukey. This is a system that we use in school to record and track SEND data, provisions and create ILP's. Class teachers are responsible for keeping their class provision maps and information on Edukey, up-to-date and, in line with the school data cycle. The ILP's and class provisions are reviewed termly.

Termly review meetings are held for all children who are identified on our school's SEND register. These meetings are usually chaired by the SENCO and involve parents/ carers, the class teachers and, where appropriate, other professionals. The child's views will be sought before the meetings take place and then shared in the meeting.

Occasionally a pupil may need more expert support from outside agencies such as the Learning Support Service, Speech and Language Therapy or an Educational Psychologist. A referral will be made, with parental consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

The SENCO is responsible for overseeing the effectiveness of provision and monitoring the impact after working with a child's parents, coordinating what services work with children within school.

When a child's needs cannot be fully met through school's provision arrangements, the SENDCo is also responsible for working with all stakeholders to achieve the best outcome for the child.

Education Health and Care Plans

If a child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC Plan). This document will describe a child's SEND and the provision recommended. EHC Plans are 'outcome driven' meaning that an application for a plan needs to clearly state what difference an EHC Plan would make to a child. We can seek to obtain specialist provision for a child through an EHCA if we are unable to meet their special needs. An EHC Plan may involve the Local Authority (LA) providing extra resources to help a child. This will include funding to provide specialist support time, special equipment or occasionally attendance at a specialist school. This support however, rarely covers the cost of a 1: teaching assistant therefore this will action will only be considered for the children who are unable to comply with a normal school day without that additional 1:1 adult present.

For a child who has a Statement of Special Educational Needs or an EHC plan, the LA has a statutory duty to formally review this, at least annually. Annual Review Meetings are organised in school by the SENDCO.

The annual review is in 2 parts:

1. Completion of the teacher's review of the previous targets, prior to the meeting and circulating the relevant paperwork to those invited to attend.
2. Annual Review Meeting with all the stakeholders where the review is discussed and parent/ carers comments are added to the paperwork.
3. It is then sent to the LA for approval.

Exiting the SEND register

During the termly SEND meetings, the class teacher, in conjunction with the SENDCO, will revise the type and level of support and inform the next steps for the individual. If, however, the pupil has made good progress and all parties no longer feel the child requires SEND support, they may be removed from the SEND register. This will be done in consultation with the child's parents/ carers and if appropriate the child or any other professionals involved.

Supporting Pupils and Families

At Sandal Primary, we believe that a close working relationship with parents is vital and it is our duty to ensure that parents understand the purpose of any intervention or programme their child is involved in. Parents are involved at the onset when their child has been identified as having SEND and will be fully informed of assessment and review procedures. We feel that this close relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate interventions and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are met and set effectively.

We aim to involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through:

- Discussions with the class teacher either through an 'open door' policy or parents' evenings.
- Discussions with our SENDCo or other professionals.
- ILP write and review process. Parents are encouraged to comment on their child's ILP with possible suggestions that could be incorporated.
- Parents general views about SEND provision are sought through questionnaires and parents are invited to contribute to the SEND Policy.
- Liaison with the school's Inclusion and Well-Being Co-ordinator, Mrs Morris, around matters linked to Early Help or social and emotional wellbeing Further support for parents is available from SENDIASS and the Early Help Strategy.

Supporting Looked After Children (LAC) with SEND

A large percentage (possibly over 50%) of LAC have some SEND need. This makes them vulnerable both academically, emotionally and socially. We recognise this at Sandal Primary and work hard to support all our children. All our Looked After Children have regular Education meetings when their Personal Education Plan (PEP) is reviewed. At this meeting core professionals and carers meet to discuss and review previous targets and set new ones. We ensure that these targets are the focus of the child's provision map. How the child's Pupil Premium allocation is spent is also discussed at this meeting.

Any LAC with SEN is a priority for discussion at Inclusion Team Meetings (ITM's) so the appropriate advice and support can be given to school and carers to promote the best possible outcomes for the child. These meetings are held between the school SENDCo, Inclusion and Well- Being Co-ordinator, Learning Mentor. Outdoor Nurture Lead and our Speech, Language and Literacy support.

Links with other agencies

Specialist teachers and other professionals will be consulted, where required, for advice on ways of ensuring that children have full access to all learning opportunities and that any barriers to learning are removed.

School works with specialist teachers from Bradford Local Authority, now called the Social Communication Interaction and Learning team (SCIL team). We also access support and advice from speech and language specialists, educational and clinical psychologists, bereavement, domestic violence and other support groups. School also has links with the local school nursing team and CAMHs workers.

This support and advice is used in a number of ways:

- To support a request for an EHCA
- To inform an annual review of an EHCA
- To support decision making around children with complex and significant needs
- To undertake specific cognition and learning assessments in order to further identify the specific needs of a child
- To provide bespoke programmes of work with some individual pupils

Roles and responsibilities

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEND
- Reports annually to parents on the school's policy for children with SEND
- Ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEND provision
- Ensure discussions with parents regarding SEND matters at relevant meetings
- Ensure that pupils with SEND are fully involved with school activities
- Ensure they are involved in developing and reviewing SEND Policy

The Headteacher

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Headteacher keeps the Governing Body informed of all developments with regard to SEND.

Admissions: In every instance, when a parent seeks a place for a child at Sandal Primary School, the Head Teacher:

- Ascertains whether or not the child is the subject of a statement of SEND/ EHC plan (parents are to record this information on the school's admission form)
- Informs the parent that the child cannot be admitted to the school if it is not named in the statement/ Education, Health and Care plan until the LA have been consulted
- Informs the LA that an approach for admission has been made.

SENDCO

The role of the SENCO involves:

- Overseeing the day-to-day operation of the school's SEND policy
- Working with the school business manager to ensure an appropriate budget allocation to meet SEND
- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating provision, including interventions, for children with SEND
- Monitoring the progress of children with SEND alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision
- Organising the termly SEND review meetings
- Overseeing the records of all children with SEND

- Maintenance of the SEND register
- Liaising with parents of children with SEND
- Organising and delivering INSET in order to meet the needs of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated

Teachers

Recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning and that every teacher is a teacher of every child or young person, including those with SEND.

They will:

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Work with the SENDCo/ Inclusion Manager to decide the action required to assist the pupil to make progress
- Work with the SENDCo/ Inclusion Manager to collect all available information on the pupil
- Develop and review provision maps for pupils as identified with SENDCo/ Inclusion Manager
- Manage the teaching/ support assistants in their year group and provide them with guidance to complete their role
- Implement daily feedback systems which support teaching/ support assistants in relaying the impact of their work
- Work with SEND pupils on a daily basis to deliver the individual programme set out in the provision maps
- Complete baseline assessments e.g. the Learning Difficulties Baseline Assessment to ascertain a clearer picture of children's individual needs
- Develop effective relationships with parents
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- To keep parents informed of pupil progress
- Work with the SENDCo/ Inclusion Manager to identify their own training needs around SEN

Teaching Assistants

Follow guidance from teachers to complete their role

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Where appropriate, attend meetings and undertake appropriate INSET

- Work alongside the SENDCO/ Inclusion Manager and teaching staff in the preparation of provision maps.

Pupil Participation

The school actively encourages the involvement of children in their education. We do this by:

- Involving the child in decision making regarding the methods by which their individual needs will be met
- Inviting the child to attend all or part of review meetings
- Discussing the purpose of assessment arrangements and the implications of the provision map with the child
- Encouraging the child to comment on his or her SEND provision through an appropriate medium.
- Involving the child in the implementation of the provision map to further develop the child's self-confidence and self-esteem.

Parent / Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs.

We:

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carers to attend all review meetings where necessary
- Discuss the purpose of assessment arrangements and the implications of the provision map with the parent/carers providing them with a copy, if appropriate
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set in their provision map
- Encourage the parent/carers to comment in writing on their child's SEND provision
- Ensure the parent/carers is aware of their rights to appeal regarding aspects of their child's SEND provision and of the support services available to them
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

Transition

We recognise that transitions can be difficult for a child with SEND. When children move to another school:

- We contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for the child including a transition plan.
- We make sure that all records about the child are passed on as soon as possible.

When moving classes within school:

- Information from both the current staff working with the child and the school SENDCO is passed on to the new class teacher in advance and a transition meeting takes place with the new teacher.
- Additional transition arrangements are made where appropriate. These will be matched to the individual needs of children and may include further opportunities to visit new adults and

classroom, resources such as pictures or videos to access during the school holiday or transition passports or books.

In Year 6:

- The SENDCo, along with the class teachers, discusses the specific needs of SEND children with the SENDCo of their secondary school.
- Where possible, parents/ carers are invited to attend a meeting with the secondary school SENDCo and the SENDCo at Sandal Primary to discuss their concerns and views about their child's additional needs going forward.
- Those children with complex needs will visit their new school on several occasions and in some cases staff will stay with them at the new school during these sessions.
- If necessary, children are supported with a transition book/timetable to help the process go as smooth as possible.

Admission Arrangements

Unless school cannot meet the needs of a child, no child will be refused admission to Sandal Primary School because of a special educational need or disability. All admissions are coordinated by Bradford Local Authority. When a child transfers from another school, Sandal Primary requests: school records; any available attainment and progress data; child protection files (where appropriate) and any SEN reports/documentation.

Special facilities

At Sandal Primary School we have a disabled toilet and shower room.

Access and transition arrangements

In conjunction with the Headteacher, who oversees assessment procedures in school, class teachers are responsible for ensuring that appropriate exam access arrangements are planned and executed for children with SEND.

Other than children in year 6, class teachers are responsible for ensuring that SEND information is passed to a child's new class teacher/ school. Confidential information will be passed in accordance with data security recommendations.

When children leave Sandal Primary School to start secondary school, where appropriate, the SENCO will chair a transition meeting (including the child's parent/ carer and if appropriate the child and any outside agency representatives) to support the child's new school in understanding the child's individual needs and the provision that has been in place for the child whilst they have been at Sandal Primary. At the end of the academic year, the child's SEND folder will be passed to the receiving school.

Early Help

In certain cases, the school will implement the Early Help procedure to ensure that children with additional needs (and their families) can benefit from the full range of support available to them. This

further promotes the multi-agency working which already exists in school. Mrs Morris, Inclusion and Well Being Co-ordinator, is school's lead Early Help practitioner.

Supporting children with medical needs

Some children with special educational needs may also have medical needs. Sandal Primary School recognises that pupils at school with medical conditions should be fully supported. Please see medical needs policy.

Some children with special educational and health care needs may have an EHC plan.

In Service Training/ Funding

The Special Educational Needs and Disability Policy is subject to regular whole school review and evaluation. The SENDCO/ Inclusion Manager attends relevant courses and ensures all staff are familiar with developments in SEND. All staff must notify the SENDCO/ Inclusion Manager if they need further training in school procedures or how to support specific children. Training, for both teaching and non-teaching staff, is provided as necessary and the SENDCO/ Inclusion Manager ensures all staff are aware of training available within the Local Authority Continuing Professional Development Programme as well as from outside agencies. Priorities for training with regard to SEN will be specified within the School Development Plan. The SENDCO/ Inclusion Manager provides regular feedback to the Governing Body on SEN provision through Governor's meetings and meetings with the named governor for SEN.

There is an allocated budget for SEN. The effective spending of this is the responsibility of the SENDCO and the Headteacher.

Complaints Procedure

The school's complaints procedure is outlined in the School Prospectus and on the website. The SEN and Disability Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Monitoring, Evaluation and Review of SEND Policy and Guidelines

This document is subject to annual review as part of the cycle of whole school self-evaluation. Staff, parents and children are involved in the review, development and evaluation of the SEN and disability policy.

Related Policies

Teaching and Learning Policy

Behaviour Policy

Medical Needs Policy

Equality Policy

Reviewed by:	Christina Sperduto, Louise Dale, Jane Collett
---------------------	---

Approved by:	Date: March 2024
---------------------	-------------------------

Last reviewed on:	Spring 2023
--------------------------	-------------

Next review due by:	Spring 2025
----------------------------	-------------